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17. ABSTRACT (MAX. 250 WORDS)

Enrichment programs for gifted secondary school students in various areas of the curriculum are described. The programs are geared to meet the special needs of exceptionally talented children; to provide enrichment for all children; to develop the skills of thinking, organization, discriminating judgment, and creative writing; and to develop the ability to engage profitably and purposefully in group activity. The subjects covered are physics, biology, chemistry, mathematics, English, French, social studies, and history. Included for each subject are the beliefs underlying the program, the type of enrichment, the course outline, teaching methods, instructional materials, and a bibliography of relevant published and unpublished materials.

Specific methods, supplementary activities, and materials are included. The biology program uses films and filmstrips, demonstration specimens, models, charts, and projection slides. The enriched course in physics uses a college textbook and college level references, and emphasizes reasoning and research rather than memorization. The mathematics program consists of enrichment and advanced placement; and it utilizes varied assignments, grouping of abler students, projects, special activities, and problem study. The advanced placement English program uses many reference materials and such visual aids as filmstrips, films, and recordings.

Teaching methods stressed in social studies are: analysis, interpretation, and criticism through comparison of historical accounts and documentary material; frequent oral and written reports; division of weekly class time into three discussions and two study periods; and research papers.

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# The Challenge . . .

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**PROGRAMS**
*for the*
**GIFTED**
*in the*
**SECONDARY SCHOOL**

# THE CHALLENGE

The general objects - - - are to provide an education adapted to the years, to the capacity, and the condition of everyone, and directed to their freedom and happiness - - - We hope to avail the state of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated.

Thomas Jefferson,
Notes on Virginia

# THE CHALLENGE . . .

## A PROGRAM FOR GIFTED CHILDREN

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AND

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WINSTON-SALEM, NORTH CAROLINA

# FOREWORD

This guide is the consummation of an intensive workshop held at Western Carolina College sponsored by the North Carolina Commission to Study the Public School Education of Exceptionally Talented Children.

Gratitude is expressed to the following dedicated teachers, principals, and supervisors for their painstaking and intelligent devotion in the preparation of these guides.

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CULLOWHEE, NORTH CAROLINA

FOR THEIR HELPFUL ADVICE AND COUNSEL IN THE
PREPARATION OF THIS MANUAL

## TO THE TEACHER

This guide represents the cooperative efforts of the teachers of North Carolina who were chosen by the Commission to Study the Public School Education of the Exceptionally Talented and by the State of North Carolina and to develop an enrichment program that will not only meet the needs of the exceptionally talented, but will be helpful in providing an enrichment program for all children, since "the keynote to all good teaching is enrichment."

From such a program, we believe will come facility in the skills of abstract thinking, organization, discriminating judgment, creative writing and the ability to engage profitably, and purposefully, in group activity; hence, enrichment will result.

The planners further think that enrichment will accrue, only to the extent that children learn the essential skills and that subject matter becomes meaningful and purposeful to the learner.

It is also our belief, that if these activities are carefully and intelligently followed, that beyond the development of skills, there will be a depth of understanding which will result in critical and conceptual thinking on the part of the learner.

This outline represents a nucleus of purposeful planning, whereby, the resourceful teacher may broaden the scope and implement a program that is more extensive than that of the course of study as outlined by the Department of Public Instruction in the State of North Carolina and will add depth and breadth to the teaching program.

# ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
## PHYSICS

## I. THIS WE BELIEVE:

That, as a nation, we have not made proper provision in our high schools for developing to the fullest the potential of our gifted students. We believe that those students who have a deep interest in and a strong desire for creativity in the fields of mathematics and science, or in any other areas of learning, are being denied the privilege because provision for full use of their abilities has not been made. We believe that this failure can be traced to a philosophy which says "The superior child will get along anyhow". This philosophy is prevalent in the fields of mathematics and science among educators as well as in education generally. Because of this philosophy, we believe that educators have spent most of their time and energy in working with and for the average and the slow learners.

We believe that education must be concerned with the full and complete development of each individual, gifted or not. We believe that special programs and special attention must be given to the academically talented, and that the academically talented students should have a special program with superior teachers to guide and direct them.

III. THIS WE CAN DO

## BIOLOGY

A. Study the cell, its structure and physical processes involved in cell activity, such as diffusion, osmosis, solation and gelation, active transport, relationship of area to volume, etc.

B. Types of plant metabolism, including independent photosynthesis, saprophytism, and chemotrophic nutrition.

C. Basic problems of animal metabolism and nutrition.

D. Classification of animals and description of basic animal variations.

E. Classification, structures, and nutritional functions of the plant world. The classification is not the old type four phylum grouping, but includes fourteen phyla of Thallophytic plants, the Bryophytes and the Tracheophytes.

F. Nutritional activities of animals, including ingestion, digestion, egestion, circulation, respiration, and secretion of outstanding animal systems (protozoan, coelenterate, annelid, arthropod, chrodate). In this connection, special stress should be given to the human digestive, respiratory, excretory, and circulatory systems. A special discussion with respect to human nutritional problems should take place.

G. Introduction to Chemistry of living things with stress on types of organic compounds, enzymes and enzyme systems, and oxidation.

H. The endocrine glands.

I. Problems of reproductions, asexual, sexual, and alternation of generations with stress on reproduction of flowering plants and higher animals, including oviparous and viviparous types. Some elementary introductions into plant and animal embryology is introduced here.

J. Genetics. Mendelian history, the gene theory, metosis, meiosis, DNA and nucleoproteins, dominance, blending, linkage, crossing over, selective breeding, inbreeding, the concept of alleles, numerical ratios, genetic reassortment, mutation and aberration are some of the basic concepts developed; applications of genetics should be discussed.

K. Evolution. The history of the concept of organic evolution, Lamarckian, Darwinian, and current are included plus constant referencew to the evolutionary development of structures and their relationships throughout the course.

L. Behavior. Tropisms, turgor movements, reflective, instinctive and intelligent behavior are included. Nerve cells, movement of nerve impulses, the structure of nervous systems with stress on man, the operation and structures of the receptor and effector

M. The laboratory work should include the dissection of an earthworm, frog and a rat with the correct problem areas. Work should be done with microscope studies of protozoa, algae, plant tissues, and organs, plant pigments, the insect, the human skeleton and others.

N. Films and filmstrips, demonstration specimens, models, charts, and projection slides should be used with each problem area.

O. Each student should be required to do one personal research project in some special field such as blood typing, growth and culture of hydra, the vitamins, carnivorous plants, and plant damage by insects, etc.

P. Planned and organized field trips should be made. (This will be dependent upon school's locale).

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Scarsdale High School, "Course Guides". Scarsdale: Scarsdale High School, Scarsdale, New York. 1958. 5 pp.

CHEMISTRY.

THIS WE CAN DO:

Various schools, school districts, and school systems throughout the United States are following plans for enrichment classes in high school chemistry such as the following:

I. One school district initiated special classes in chemistry for gifted students in the fall of 1952.

A. The program included:
1. Lectures
2. Recitations
3. Discussion groups
4. Special reports by students

B. The contents were:
1. Background for selection of projects
2. Experiments (laboratory) to develop skills to carry out projects
3. Projects

C. The students selected projects in the area of chemistry which interested them.
1. Problem solving was by use of laboratory and library facilities.
2. The material or research was covered in more detail than in regular classes.
3. The student was required to solve his problem and to present conclusion in the form of a term paper.

II. Many schools use the recommendations to be found in the College Entrance Board's Publication, Advanced Placement Program Syllabus.

This syllabus suggest that advanced placement work in chemistry should not displace any other part of the basic curriculum for any student. For example, it is suggested that students take regular secondary school physics and continued work in algebra. The advanced level chemistry may be given as the first course in chemistry. The following topics are suggested as a guide to the advanced course:

1. Chemical calculations.
2. Structure of matter
3. States of matter.
4. Oxidation-reduction
5. Electrochemistry.
6. Acid-base relationships
7. Equilibrium.
8. Kinetics
9. Descriptive chemistry.

III. One school is using the same material in its "Honors" section as in the regular chemistry course. Additional quantitative work is done. The extra topics covered include:

1. Ionic equilibrium. ". Electrochemistry. 3. Solubility product and precipitation. 4. Further theory and problems derived from: Theory and Problems for College Chemistry, by Schauss

CHEMISTRY

THIS WE CAN DO (Continued):

IV. Many schools are offering an advanced course to take the above average student beyond the scope of regular high school chemistry. Textbooks are selected on the college level, such as (a.) College Chemistry by Linus Pauling, and (b.) Organic Chemistry, A Brief Course, by Getchell. Also, in many instances, lecture and laboratory periods are set up similar to those used in college.

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ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
PHYSICS

II. THIS WE NEED:

A. To identify those students who show superior ability in mathematics or science.

B. To determine the programs that will provide for their fullest growth and development.

C. To have available the materials, books, references, and apparatus needed for learning and for experimentation.

D. To have techniques and methods which will stimulate.

E. To place more emphasis on reasoning and research, and less emphasis on memorizing.

F. To have superior teachers for superior students. Nothing can take the place of the master teacher in the fields of science and mathematics. These teachers should have a broad general education plus specific technical education in their fields. They should be alert and able to cite students to the right sources of information, and they should be able to guide students in their projects and plans for research.

G. We need resource people from industry and from the professions to stimulate and aid gifted students.

H. In addition to reliable and valuable textbooks, other books and publications are listed in the bibliography for this study.

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
PHYSICS

THIS WE CAN DO:

Course Outline I

A. Mechanics
   1. Forces in equilibrium and forces in motion
   2. Mechanics of fluids
   3. Molecular forces and the kinetic theory
   4. Newton's laws
   5. Momenta
   6. Conservation of energy

B. Heat
   1. Heat a form of energy
   2. Thermometry
   3. Expansion
   4. Measurement of heat
   5. Change of state
   6. Heat at work
   7. Specific heat
   8. Evaporation and humidity
   9. Meteorology

C. Transfer of heat by wave motion
   1. Characteristics and kinds of waves
   2. Sound
   3. Origin in vibrating matter
   4. Audible difference of loudness
   5. Pitch and quality
   6. Velocity
   7. Interference
   8. Heat
   9. Resonance

D. Electricity
   1. Static electricity
   2. Nature of an electric charge in atomic structure
   3. Current electricity
   4. Units, conductors, insulators and laws of resistance
   5. Ohm's law; circuits; series and parallel
   6. Electric power and energy
   7. Magnetism: induced and magnetic field
   8. Galvanometer, voltmeter, and ammeter
   9. Effects of an electric current
  10. Terrestial magnetism
  11. Wheatstone bridge
  12. Telephone, telegraph

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
PHYSICS

Course Outline II: (Core Material 70%)

A. Mechanics:

1. Mass and weight
2. Systems of units
3. Newtons first, second, and third laws of motion rectilinear motion
4. Vector nature of forces
5. Vector nature of displacement, velocity, acceleration
6. Uniform motion in a circle
7. Central acceleration ($V^2/r$)
8. Equilibrium of a particle
9. Equilibrium of a rigid body:
10. Coplanar forces
    Graphical and analytical methods
    Moment of force or torque
    Center of gravity
10. Work, energy, and power:
    Work:
    Constant forces
    Variable forces
    Graphical representation of work
    Work done in change of volume
    Energy:
    Kinetic, gravitational, elastic potential
    Conservation of mechanical energy
    Frictional dissipation of mechanical energy
11. Power
    Gravitation: Newton's law
    Hydrostatics:
    Buoyancy
    Pressure-depth relation
12. Waves:
    Wavelength, harmonic motion, frequency, Period, velocity of, propagation, particle velocity, phase principle of superposition, interference, Transverse and standing waves
    Velocity dependence on tension, on linear density
    Sound illustration of wave motion
    Doppler effect in stationary medium
    Light as illustration of wave motion
13. Heat:
    Thermometer scales: Celsius, Fahrenheit, Absolute
    Linear volume and expansion
    Conservation of energy
    Mechanical equivalent of heat
    Specific heat: calorimetry
    Change of phase
    Heats of transformation (latent heats)
    Dependence of transition temperature on pressure

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
PHYSICS

COURSE OUTLINE 2 (CONTIN'UED):

14. Properties of gases (ideal)
    Pressure, volume, temperature relations
    Elementary kinetic theory of gas laws
    Specific heats of monatomic gases
    Specific heats of constant volume and at constant pressure
    Isothermal and adiabatic processes

B. ELECTRICITY AND MAGNETISM
1. Quantity of charge
2. Columb's law of force between charges
3. Electric intensity due to point charges
4. Electric potential due to point charges
5. Capacitance
6. Energy of a charge capacitor
7. D.C. circuits: electromotive force, current, resistance

C. LIGHT:
1. Interference and diffraction
2. Thin films, double slit, plane grating
3. Polarization (linear)
4. Electromagnetic radiation

D. ATOMIC AND NUCLEAR PHYSICS
1. Nuclear phenomena: radioactivity
2. Mass- energy relation, atomic bomb, hydrogen bomb
3. Quantum phenomena
4. Emission and absorption of radiant energy
5. Continuous spectrum
6. Line spectra and absorption of radiant energy
7. Hydrogen spectrum
8. Photoelectric effect
9. Doppler effect

PART II. OPTIONAL TOPICS (30% of course)
1. Dimensional analysis
2. Machines, simple and compound
3. Pendulums
   a. Simple and physical
   b. Torsion, including magnetic pendulum
   c. Ballistic
4. Planetary motion, Kepler's laws
5. Cavendish's experiment on gravitational constant
6. Hydrodynamics- Bernoulli's principle and applications
7. Moduli of elasticity
8. Surface tension and molecular behavior of matter

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
PHYSICS

9. Velocity of compressional waves in various media
10. Accoustic resonance
11. Musical sounds
12. Heat transfer: conduction, convection, radiation
13. Specific heats of polyatomic gases
14. Heat engines and refrigerators
15. Carnot's principle for ideal gas (cycle)
16. Second law of thermodynamics
17. Cause's law of electrostatics
18. Dielectrics
20. Capacitors: parallel plate, spherical; series, parallel combinations
21. Kirchoff's laws for branched circuits
22. Electrolysis: Faraday's laws and applications
23. Magnetic properties of materials and magnetostatics
24. Ampere's laws of magnetic field due to current by magnetic pole
25. Thermoelectric effects
26. Alternating current: frequency, amplitude, average and effective (r.m.s.) values: reactance, resistance, impedance
27. Resonance phenomena: power and power factor
28. Optical systems
29. Photometry

It is felt that these optional topics will offer an opportunity for the student to make studies in depth. The variety of topics are sufficient to challenge the academically talented, both as to the broader fields of study and as to whatever specific areas they may show an unusual interest in. This is the beginnings of specialization for students according to their chief interests.

All students pursuing the course to the end should take the Advanced Placement Examination given by The Advanced Placement Commission.

# ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
# PHYSICS

## COURSE OUTLINE III:

I. Mechanics
II. Motion in a plane
III. Dynamics
IV. Linear Motion
V. Work, energy, power
VI. Waves
VII. Heat
VIII. Specific heat
IX. Properties of gases
X. Electricity and magnetism
XI. Quantity charge
XII. Direct current circuits
XIII. Magnetic fields
XIV. Induced electromotive force
XV. Determination of e and e/m
XVI. Light
XVII. Atomic and nuclear physics
XVIII. Optional topics

Students taking the above course, using a college physics textbook and college level references should terminate their work with the College Entrance Examination Board Advanced Placement Examination for Physics.

# ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
## PHYSICS

I. Current Periodicals and References:

Science News Letter
Today's Health
Natural History
Scientific American
The Science Teacher
Popular Mechanics
Popular Science
Popular Electronics
Electronics Illustrated
National Geographic

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# PROGRAM FOR ENRICHMENT AND ADVANCED PLACEMENT IN SECONDARY SCHOOLS

THIS WE CAN DO:

## MATHEMATICS

PROGRAM I.

A. Select students two or three years before graduation on the following bases:
   1. Election of subjects in proper sequence.
   2. School ability (Scholastic Aptitude or Intelligence).
   3. Achievement as indicated on standardized achievement tests.
   4. Achievement as related and indicated in other subjects.
   5. Recommendations of teachers and counsellors.

B. 1. Students accepted for enrichment or advanced placement are required to remain in the program unless excused by the advanced placement teacher
   2. Accepted students must be willing to pay an additional fee if it is required.
   3. Advanced placement students are given a grade one place higher than students in regular classes. A C in regular class would be re orted as a B in advanced placement.
   4. All advanced placement students must take the Advanced Placement examinations.

C. Additional offerings in advanced placement are:
   1. Average rate of change function (calculus and analytic geometry.)
   2. Exact rate of change function.
   3. Derivatives of algebraic functions.
   4. Applications.
   5. Integration.
   6. Transcendental functions:
   7. Hyperbolic functions.
   8. Plane and analytic geometry.
   9. Polar coordinates.
   10. Miscellaneous:
       - Angular velocity
       - Acceleration
       - Differentiation of trigonometric functions
       - Integration of physics
       - Special limits
       - Partial fractions
       - Determinants
       - Vectors
       - Partial differentiation
       - Series
       - Complex numbers
       - Differential equations

D. Familiarity with a variety of textbooks and treatises on mathematics.

PROGRAM FOR ENRICHMENT AND ADVANCED PLACEMENT
IN MATHEMATICS
SECONDARY SCHOOLS

THIS WE CAN DO:

PROGRAM I:

A. Make varied assignments.
   1. Lateral learning
   2. Word meanings
   3. Dictionary delving
   4. Creative problem writing
   5. Translation of algebraic symbols
   6. Reading mathematics for meaning
   7. Correlating mathematics
   8. Oral work in mathematics

B. Use projects:
   1. Class projects
   2. Group projects
   3. Individual projects
   4. Select from list of suggested projects

C. Grouping abler students:
   1. Grouping for work in fundamental processes
   2. Grouping for approximating numbers and interpolation
   3. Grouping for practical mathematics

D. Activities such as:
   1. Clubs
   2. Non-school agencies
   3. Field trips

E. Problem Study:
   1. Symmetry
   2. Indirect measurement
   3. Study of the world as a sphere

THIS WE CAN DO

MATHEMATICS

PROGRAM III.

. Use the recommendations to be found in College Entrance Board's publication, ADVANCED PLACEMENT PROGRAM SYLLABUS.

A. Syllabus provideds for reorganization of the content of the mathematics curriculum so that:
   1. Secondary school mathematics begins with first year algebra in eighth grade.
   2. Subject matter is taken up at a faster rate.
   3. More time is devoted to mathematics in grades nine, ten, and eleven. or
   4. A combination of faster rate and more time.

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THIS WE CAN EXPECT:

I. That school administrators and supervisory personnel will come to appreciate the need for making provision for the gifted in their schools.

II. That students who shall have had the advantage of enrichment and advanced placement programs will prove to educators that their experience has been profitable.

III. That North Carolina will accept more responsibility for the equitable education of the gifted children in its schools. We can expect that North Carolina will accept the responsibility for providing for the education of the gifted just as it provides now for other special groups, such as the handicapped.

IV. We can expect that acceptance of the principles and philosophy that governs treatment and education of the gifted will prevail, and that we can look forward to a period of scientific, cultural, and economic growth in our state and nation such as we have never known before or dreamed of as possible.

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
ENGLISH

THIS WE CAN DO:

## ADVANCED PLACEMENT ENGLISH I

I. Study Skills
   A. Making students aware of study habits and conditions
   B. Understanding specific study skills
      1. Book organization
      2. Chapter organization
      3. Importance of reviewing
   C. Writing simple summaries

II. Rate-of-Reading Skills
   A. Speed and comprehension obtained by improved study habits
   B. Speed should vary according to purpose of reading and nature of material
   C. Speed is always subordinate to comprehension

III. Comprehension Skills
   A. Ability to organize materials
      1. Recognizing and formulating central idea
         a. In a paragraph
         b. In an article, poem, or short story
      2. Finding details tp support an idea
      3. Arranging ideas in a sequence
   B. Ability to remember
      1. Reading to remember in terms of purposeful learning
      2. Using study aids to help retention

## ADVANCED PLACEMENT ENGLISH II

I. Study Skills
   A. Making topic and sentence outlines
   B. Using note cards as study aids
   C. Writing precis
   D. Summarizing by units
   E. Making marginal notes
   F. Locating supplementary information

II. Rate-of-Reading Skills
   A. Understanding that speed should vary according to purpose of reading and to nature of material
      1. Ability to get gist of content quickly
      2. Ability to combine speed and comprehension
      3. Ability to read intensively, carecully and critically

III. Comprehension Skills
   A. Reading for main idea
      1. In an article or poem
      2. In a short story, play, or novel
   B. Reading for details to support main idea
   C. Ability to arrange main ideas and details in proper sequence and relationship

IV. Critical Reading
   A. Ability to think logically
   B. Ability to judge the author's performance by checking the validity of sources and checking the accuracy of the author's inferences in the light of the material read

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
ENGLISH

THIS WE CAN DO:

## ADVANCED PLACEMENT ENGLISH I

IV. Critical Reading
- A. Ability to draw conclusions
- B. Ability to follow directions
- C. Ability to visualize situations and places described
- D. Ability to respond emotionally to material read

V. Vocabulary
- A. Word recognition
- B. Divide words into syllables
- C. Sound and blend letters and word parts
- B. Meaning
  1. Knowledge of prefixes, roots, and suffixes
  2. Use of dictionary
  3. Word relationships: synonyms, antonyms, hominyms, and idioms
- C. Figures of speech
  1. Simile
  2. Metaphor
  3. Personification

VI. Thinking Skills
- A. Distinguish between fact and opinion
- B. Distinguish between revelant and irrevelant facts
- C. Understand real and operational definition
- D. Distinguish between argument and description
- E. Recognize if a conclusion can be drawn with evidence given
- F. Recognize assumptions in an argument
- G. Understand such statements as "Unquestionably", "Everybody Knows"
- H. Study propaganda devices and emotional language

## ADVANCED PLACEMENT ENGLISH II

- D. Ability to act on the basis of what has been read by answering questions requiring reasoning
- E. Ability to visualize situations and places described
- F. Ability to respond emotionally to what has been read
- G. Ability to appreciate the author's style
- H. Ability to know fact from opinion

V. Vocabulary
- A. Knowledge of word parts
- B. 1. Roots
  2. Meaning
- B. Meaning deducted from content
- C. Meaning of figurative expressions
  1. Allusions
  2. Apostrophe
  3. Analogy
  4. Onomatopoea

VI. Principles of Versification

VII. Thinking Skills
- A. Recognize the folly of arguing in circles
- B. Distinguish between particular and general statements
- C. Examine critically all generalizations
- D. Distinguish between "Explanation" and Interpretation"
- E. Distinguish a thing from its name
- F. Recognize a cause and effect fallacy
- G. Study propaganda and emotive devices

# ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
## ENGLISH

THIS WE CAN DO

### ADVANCED PACEMENT ENGLISH I

COMPOSITION

I. Outlines
- A. Time order
- B. Logical order
- C. The sentence outline
  1. Definition
  2. Placement
- D. Types of paragraph
  1. Expository
  2. Narrative
  3. Descriptive
  4. Essay question answers

II. Themes
- A. Emphasis on frequent impromptu themes
- B. Complete revision and rewriting of corrected themes
- C. Clarification of the term "plagiarism"
- D. Preparation of longer theme, 500 words
  1. Subject limitation
  2. Selection of sources
  3. Taking notes
  4. Preparing bibliography

III. Letter writing
- A. Social letters and notes
  1. Mechanics
     a. Stationery
     b. Handwritten or typed
     c. Arrangement of parts
     d. Folding
- B. Business letter
  1. Mechanics
  2. Materials
  3. Arrangement
  4. Open or closed punctuation
  5. Folding
- C. Types of business letters

### ADVANCED PLACEMENT ENGLISH II

COMPOSITION

I. The Paragraph
- A. Review purpose, topic sentence, types
- B. Methods of development
  1. Listing details
  2. Featuring contrasts
  3. Citing reasons
  4. Giving examples
  5. Using restatement
  6. Unity, coherence, emphasis

II. Themes
- A. Frequent, short, impromptu themes written in class, emphasizing unity, coherence, emphasis
- B. Longer informal essay
- C. Longer, formal essay
- D. Revision and rewriting

III. Research paper
- A. Selecting the subject
- B. Stating the problem
- C. Compiling bibliography
- D. Using library
- E. Taking notes
- F. Planning the paper
- G. Writing the paper
- H. Using footnotes
- I. Preparing final bibliography
- J. Arranging the completed work

IV. Creative writing
- A. Short story
- B. Narrative
- C. Essay

# ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
# ENGLISH

THIS WE CAN DO:

## ADVANCED PLACEMENT ENGLISH I

DEVELOPMENTAL GRAMMAR
COURSE OF STUDY

I. Sentence Structure
- A. Subject-verb agreement
- B. Pronoun reference
- C. Independent clause
- D. Dependent clause
  1. Adverb clause
  2. Adjective clause
  3. Noun clause
     - a. Subject
     - b. Subject complement
     - c. Objet of verb
     - d. Object of preposition
  4. Direct quotation
  5. Indirect q otation
  6. The appositive
  7. Partial phrase as modifier
  8. The infinitive phrase
     - a. Modifier
     - b. Subject
     - c. Object complement
     - d. Objective of verb
     - e. Objective of prepoaition
  10. The gerund phrase

II. Parts of Speech
- A. Special usages
  1. Relative pronouns
     - a. Case
     - b. Number
  2. Subordinating conjunction
  3. Possessive noun
  4. Possessive pronoun
  5. Noun clause introducers
  6. Present participle

## ADVANCED PLACEMENT ENGLISH II

DEVELOPMENTAL GRAMMAR
COURSE OF STUDY

I. Sentence Structure
- A. Compound-complex sentence
  1. Parallelism
  2. Dangling modifiers
  3. consistency in tense
  4. Consistency in point of view
  5. Sentence variety
  6. "if" clauses

II. Parts of Speech (Review)
Conjunctive adverb
- A. Punctuation
  1. Semi-colon
  2. Question mark
  3. Single quote
  4. Colon
  5. Apostrophe
     - a. Possession of singular and plural
     - b. Before gerund

III. General Review of Grammar

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
ENGLISH

THIS WE CAN DO:

| ADVANCED PLACEMENT ENGLISH I | ADVANCED PLACEMENT ENGLISH II |
|---|---|
| 7. Infinitive<br>8. Gerund<br>B. Punctuation<br>1. Period<br>2. Comma<br>3. Quotation marks<br>4. Apostrophe<br>5. Hyphen<br>6. Semi-colon<br>7. Colon<br>8. Underscoring | |

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS

THIS WE CAN DO:

## ADVANCED PLACEMENT ENGLISH III

I. Study Skills
   A. Using note cards as study aids
   B. Making topic sentence outlines
   C. Making marginal notes
   D. Writing precis
   E. Summarizing by units
   F. Learning to locate supplementary materials

II. Rate-of-Reading Skills
   A. Speed should vary with purpose
   B. Nature of reading material affects reading speed
   C. Recognize purpose of reading in terms of author and type of material
   D. Reading intensively, Carefully, and critially

III. Comprehension Skills
   A. Reading for main idea
   B. Reading for details to support the main idea
   C. Ability to judge the Author's performance, reliability, validity of conclusions
   D. Ability to act on basis of what has been read
   E. Ability to visualize places and situations described
   F. Ability to respond emotionally, to appreciate the author's style
   G. To separate fact from opinion

V. Vocabulary
   A. Meaning deduced from context
   B. Meaning of figurative

## ADVANCED PLACEMENT ENGLISH IV

I. Introduction to General Semantics
   A. Importance of Language
   B. Symbolic process
   C. Linguistic ability
   D. Report on Language
   E. Slanting
   F. Verifiability
   G. Map of territory
   H. Extentional and intentional meaning
   I. Words that don't inform
   J. Presymbolic meaning
   K. Affective connotation
   L. Verbal taboo
   M. Directive language
   N. Abstracting
   O. Two-valued orientation
   P. Affective communication
   Q. Intensional orientation
   R. Extensional orientation

SUGGESTED UNITS:
   A. "The Essay"
   B. "The Short Story"
   C. "Poetry"
   D. "On Sense of Values"
   E. "God and Infinity"
   F. "Man in a Social World"
   H. "On The Nature of Tragedy"
   I. "Semantics"

Continued use of references introduced in English I, II, and III for Advanced Placement

Writing in the Advanced Placement Program should be primarily of the expository and analytical sort. Major papers should be required at two weeks intervals.

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
ENGLISH

THIS WE CAN DO:

| | |
|---|---|
| expressions<br>1. Hyperbole<br>2. Litotes<br>3. Irony<br>4. Metonomy<br>5. Synecdoche<br>VI. Composition: Information Essay<br>A. Autobiographical<br>1. "Why I Want to Go to College"<br>2. "Why I Should Like to Work For..."<br>B. Magazine article<br>II. Literary Exposition<br>A. Analysis and synthesis of literature<br>B. Criticism<br>C. Literary research paper<br>1. Refinement<br>2. Continuity of thought<br>3. Use of transitions<br>4. Organization for effectiveness<br>III. Themes<br>A. Short impromptu expositions written in class<br>B. Unity, coherence, emphasis<br>C. Refining sentence structure<br>D. Revision and rewriting<br>IV. Argumentation<br>A. Article of opinion<br>B. Article of persuasion<br>C. Editorial<br>D. Letter to the editor<br>V. Creative Writing<br>VI. Letters and Personal Data Sheet<br>A. College application letter<br>B. College entrance blanks<br>C. Job application<br>D. Employment blanks<br>DEVELOPMENTAL GRAMMAR:<br>I. Sentence Structure | Papers of 500-1000 words are expected. Papers must reveal a high degree of understanding, much substance, and a careful and thoughtful presentation.<br>A sysemmatic study of composition must be made and carried on with system. A long formal essay and a research paper are a requirement. These must meet high standards of quality and must show unusual mental maturity and thought in preparation.<br><br>There should be a review of grammar, sentence structure, parts of speech, and punctuation as the need requires. |

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
ENGLISH

THIS WE CAN DO:

| ADVANCED PLACEMENT ENGLISH III | ADVANCED PLACEMENT ENGLISH IV. |
|---|---|
| I. Sentence Structure<br><br>A. Pronoun Reference<br>B. Ellipsis<br>C. Style<br>D. Word order<br>E. Conciseness<br>F. Modifiers<br>Parts of Speech<br>A. Indefinite pronoun<br>B. Expletive<br>C. Perfect tense<br>D. Punctuation | |

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
ENGLISH

THIS WE NEED

I. Textbooks and Supplementary Texts
   A. English Grammar and Composition
   B. E.T.H.S. Manual of Form and Style
   C. Text containing: Julius Caesar, Silas Marner, The Merchant of Venice, Abe Lincoln in Illinois, Doorways to Poetry, Short Stories.
   D. Old Man and the Sea
   E. Mythology, Hamilton
   F. The Three Worlds of Albert Sweitzer, Payne
   G. Regular copies of Time, Harper's, Literary Cavalcade
II. Library Books as Required
III. Dictionaries:
   A. Webster's New International
   B. Funk and Wagnall's
   C. Standard
IV. Encyclopedias:
   A. Collier's
   B. Compton's
   C. World Book
   D. Encyclopedia Americana
   F. Encyclopedia Britannica
V. Biographical Reference Books
   A. American Authors (1600-1900)
   B. British Authors Before 1800
   C. Current Biography
   D. Twentieth Century Authors
   E. Webster's Biographical Dictionary
   F. Who's Who
   G. Who's Who In America
VI. Vocabulary Reference Books:
   A. Rhyming Dictionary
   B. Roget's Thesaurus
   C. Webster's Dictionary of Stevenson
VII. Special Indexes:
   A. Grainger's Index to Poetry
   B. Reader's Guide to Periodical Literature
   C. Index to Plays
   D. Short Story Index
   E. Subject Index to Poetry
VII. Special Literature References:
   A. Complete Concordance to Dramatic Works of Shakespeare
   B. Oxford Companion to Literature
   C. Cambridge History of Literature
   D. Oxford Companion to English Literature
VIII. Mythology:
   A. Mythology, Edith Hamilton
   B. Mythology, Bulfinch's

ENRICHMENT PROGRAM FOR SECONDARY SCHOOLS
ENGLISH

THIS WE NEED

IX. An Ample Supply of Visual Aids:
   A. Filmstrips in many literary subjects as required
   B. Recordings, especially of great plays, great poetry, great music.
   C. Films:
      1. A Tale of Two Cities
      2. Does It Matter What You Think?
      3. Julius Caesar
      4. Edgar Allen Poe
      5. How to Judge Authorities
      6. Hamlet

X. In general: Library facilitiesthat are ample and adequate.

THIS WE EXPECT

Proper identification of thetruly gifted will show that about two or three per cent of our school population will be found to be academically talented. It may seem foolish to the lay person that educators would dare suggest that something special be done for this group who have heretofore been considered well able to take care of themselves. However, it is known that many of the truly gifted are under achievers. They are under achievers mostly because they find the regular classes with the average and the slow to be boring and uninteresting. Instituting an enrichment program and a program for Advanced Placement will be challenging to this group, who, otherwise will most likely waste their talents and will not live up to their high potential. Those who have the responsibility for making appropriations for our schools should look upon the gifted as a group that requires special programs, superior teachers, and additional materials and facilities. Unless we make proper provision for these academically talented students, we can expect to lag further in our national achievement.

We believe that a program of enrichment in English which would lead to advanced placement in college will lead to the quicker, fuller, and more profitable education for all those who qualify for the program. It will mean that the state and nation will reap untold benefits from productive capacity of our finest students.

# BIBLIOGRAPHY

## A. PUBLICATIONS BY LEARNED ORGANIZATIONS


Handbook for Elementary and Secondary Schools, 1953. Issued by the State Superintendent of Public Instructions, Raleigh. Outlines a twelve year program of studies for the schools of North Carolina.


## B. UNPUBLISHED MATERIALS


"Sequential Programs in English for the Academically Talented." I. Honors Sequence. II. The Advanced Placement Sequence. Issued by the Evanston Township High School, Evanston. January, 1959.

"The Accelerated Course in English." Issued by Division of Guidance Placement, Baltimore Public Schools, Baltimore. November, 1958. 14 pp.

"Advanced Placement Course in English." Shaker Heights High School, Shaker Heights, Ohio. Issued from the office of the principal of Shaker Heights High School. Presents a three-year course outline the purpose of which is to lead to advanced placement in college. 1958. 2 pp.

"Description of the Senior Advanced College Course in Composition and Literature." A description of a course for the twelfth grade. William Penn Charter School, Publisher. Philadelphia. 1958. 1 pp.

"English Course Outlines." Teaneck High School. A full and complete outline of all courses offered, including advanced placement and honors courses. Teaneck, New Jersey. 1959. 100 pp.

# FRENCH

## This We Believe

The gifted child should have the knowledge of the French Language which would enable him to understand what an educated native French speaker says when he is speaking at a normal speed. He should be able to speak with an acceptable pronunciation and with a command of vocabulary. He should be able to write clearly and with correctness in vocabulary. He should be able to read and comprehend at sight prose and verse of moderate difficulty.

## This We Need

### Books

Abry: Histoire de la litterati French, French Drill and Composition. Parker. (Heath)

French Passages for Translation. Ritchie and Simons. (Cambridge Press, England)

French Short Stories. Buffum. (Holt)

La Peste. Camus (Gallimard, Paris)

La Symphonic Pastorale. Gide (Heath)

Le Bourgeois Gentilhomme. Motiere. (Heath)

Les Miserables. Hugo. (Allyn and Bacon)

Moliere Plays, Corneille, Racine

### Records

A Treasury of French Poetry -- Mlle. Ruth Mandel

Liberte', Egalite', Fraternite -- Readings by Charles Boyer, to use in work of each century 17-20

## This We Can Do

I. Some of the following texts could be read in the "Classiques Larousse" edition:

1. La farce de Maître Pathelin
2. Molière — L'Ecole des femmes
3. Moliere — Le Misanthrope
4. Racine — Phèdre
5. Voltaire — Zadig (parts)
6. Voltaire — Candide (parts)
7. Rousseau — Morceaux Choisis
8. Marivaux — Le jeu de l'amour et du Hasard
9. Beaumarchais — Le Barbier de Seville
10. Musset — On ne badine pas avec l'amour
11. Balzac — Eugenie Grandet
12. Flaubert — Un Coeur Simple
13. Verlaine et les poètes symbolistes

II Discuss in French the situations, ideas and implications of the text used.

III Study each literary work in its relation to the period and the environment in which it was created.

IV Read excerps from French authors bearing on cultural and historical background.

V Develop the aural-oral skill by constant use of French in class, memory work in poetry and listen to tapes of French poetry and plays.

VI Review grammatical principles.

VII Translate English into French in class.

VIII Write weekly compositions from topics of every day life to discussions of problems encountered in reading.

IX Make a study into French traditions, customs, way of living; their literary output; a deeper understanding of the History, the people, their place and contribution to the world.

X Read aloud in class placing emphasis on vocabulary expansion, conversation, and dictation.

XI Discuss literary movements with specific study of representative plays, novels, and poetry.

XII Use movies, tape recordings, disks, films and filmstrips.

XIII Make cummulative records in French at end of year as précis of year's work, giving plan de la litterature francaise.

XIV Know how to find the meaning of a puzzling reference with the aid of reference books.

XV Read with understanding and appreciation works significant for their thought content on literary value.

XVI Gifted pupils may be put in charge of small groups for conversational experience and grammatical practice.

XVII Gifted pupils may assist the teacher in collecting illustrative material, making recordings, etc.

XVIII Gifted students may help the teachers in the elementary schools interested in starting a foreign language program.

XIX Gifted pupils may develop materials and present these materials to younger groups to stimulate an interest in foreign language.

XX Gifted students may be used as leaders in any of the general activities suggested that are suitable for the superior student.

## This We Can Expect

The gifted child will have the ability to understand and speak French more fluently. He will be able to appreciate the part French has in our social world. He will be able to understand himself and his relationship to the world about him and be able to make sound judgments based on this understanding.

PROGRAM FOR GIFTED IN SECONDARY SCHOOLS

SOCIAL STUDIES

This We Can Do:

Course Outline: European History

I. Prologue: The legacy of the Middle Ages

A. The developing social hierarchy

1. The manorial economy

2. The estates and their functional interrelations

3. Capitalism in the Middle Ages

4. Aristocracy and the rising middle class

B. The universal church

1. The hierarchy

2. Orthodoxy and heresy

C. Feudal monarchy and representative government

D. The rule by law

Ideal and reality

E. The medieval mind

1. The universities

2. Rationalism

3. Experimental science

II. 1450-1603

A. Renaissance in Italy and the North

1. Individualism

2. Secularization

3. The new learning

B. The Protestant Revolution - Aspects of

1. Theological

2. Political

3. Economic

4. Social

C. Expansion in Europe and overseas

D. The price revolution

E. The emergence of the modern state

III. 1603-1715

A. The counter-reformation and militant Protestantism

B. Holland, mercantilism, and continuing growth of capitalistic society

C. The constitutional struggle and Civil War in England

D. The age of Louis XIV

E. The scientific revolution

IV. 1715-1815

A. The Enlightenment

B. Enlightened despots and the bureaucratic state

C. Constitutional developments and the cabinet system in Great Britain

D. The balance of power in Europe and overseas

E. The ancient regime in France and in Europe

F. The French Revolution

G. Napoleon and the French imperium

H. Applied science, increasing population and agricultural production, the steam engine and the transportation revolution

V. 1815-1870

A. The Concert of Europe

B. Romanticism, liberalism, the conservative reaction

C. The revolutions of 1848: the failure of liberal nationalism

D. Unification movements

E. Reform England

F. Socialism: Utopian and Marxian

G. Evolution and mechanism in science and social science

VI. 1870-1939

A. Relations between states

1. Competitive nationalism and imperialism

2. Prewar diplomacy and the alliance system

B. The social impact of Darwinism

C. The capitalism of the large firm

D. The service state

E. World War I and the collapse of the established order in Eastern and Central Europe

F. Versailles, the League, and the postwar search for security

G. Totalitarian revolutions in Russia, Italy, and Germany

H. The world-wide depression and its impact on the political, social and economic order

I. The psychology of the irrational and the unconscious and its implications for liberal men and nationalist movements

Course Outline: Modern History

I. Scope

The course covers the period 1450-1959 as outlined in the Advanced Placement Program Syllabus, pp. 52-53.

II. Objectives

A. Interest students development of western civilization

B. Give students a grasp of the revolutionary philosophies of the modern world

1. Liberalism

2. Laisse faire

3. Socialism

4. Nationalism

5. Industrialism and communism

C. Teach students how to handle data, investigate, evaluate, draw conclusions on the basis of facts, and to consider prejudices.

D. Study oriental depotism and the moslem theocracy and its impact on the western world.

E. Note modern problems resulting from shifts of power in modern states.

F. Give students knowledge and training in methods of history writing.

III. Method

A. Analysis, interpretation, and criticism through comparison of historical accounts and documentary material, criteria of written and oral reports will follow this method.

B. Frequent assigned oral and written reports
1. Students criticize each other's methods and conclusions.

2. Attention to mechanics and form of preparing scholarly manuscripts.

3. Short reports on newspaper and magazine articles, significant radio and television programs, and booklets and books.

C. Since geography is an intergral part of history, emphasis will be made on maps.

1. Use of globes, outline maps and historical atlases will call attention to the role of geography in relation to history.

2. Particular attention will be placed on concepts in the air age and a changing universe.

D. To give students more time to read, three classes per week are discussions and two periods for additional study time.

. Each student is expected to spend an hour and one half in preparation for each of the five periods per week.

IV. Materials
A. Texts

1. Brace, Richard M., The Making of the Modern World, Rinehart and Company, New York. 1956

2. Sheppard, William R., Atlas of Medieval and Modern Europe, Henry Holt and Company, New York.

B. Source Materials

1. Mendenhall, Henning, Foord, et. al., Ideas and Institutions in European History, 800-1715, 1948, Henry Holt and Company, New York.

2. Mendenhall, T., The Quest for a Principle of Authority in Europe, 1715 to the Present. Henry Holt and Company, New York. 1948

3. Selected Problems in Western Civilization. Henry Holt and Company., New York, 1956.

C. Students encouraged to select paper back copies, such as:
1. de Jocqueville, Alexis, Democracy in America.

2. Smith, Adam, Wealth of Nations.

3. Mark, Karl, Das Capital.

4. Machiavelli, Nicelo Bernardo, The Prince.

D. Other library facilities: books, magazines, etc.

Course Outline: U. S. History

I. Text

A. Richard Hofstadter, The History of a Republic, Prentice-Hall, 1959.

B. Richard Leopold and Arthur Link, Problems in American History, Prentice Hall, 1958.

II. Objectives.

A. To acquaint students with major documents and interpretations of American History.

B. To provide students with more than text book knowledge of several basic problem areas in American History.

C. To acquaint students with essay type examinations, the lecture method of presenting materials, note-taking, and other educational techniques commonly employed in universities and colleges.

D. To provide specific training in writing research papers.

E. To prepare students for an examination in American History given nationally by the College Entrance Examination Board.

III. Contents

A. Introduction to the course and to American History.

1. Explanation of course objectives and techniques to be used.

2. European Background to Exploration and Colonization of the Western Hemisphere.

3. Voyages and Conquistadores.

4. English Colonization.

B. Settling America.

1. The Realities of the New World.

2. Patterns of Colinization.

3. The Chesapeake Country.

4. The New England Settlements.

5. Proprietors and Philanthropists.

6. England and the Colonies.

C. Colonial Society and Imperial Conflict.

1. The Colonial Population.

2. The Southern Colonies.

3. The Middle Colonies.

4. The New England Way.

5. Provincial Politics.

6. Anglo-French Rivalry.

D. The Mature Colonial Mind.

1. The Secular Mind.

2. The Religious Mind.

3. Cultural Progress.

E. The American Revolution.

1. An Imperial Crisis.

2. The Road to Revolution.

3. The War for Independence.

4. The Heritage of the Revolution.

F. A Sovereign Nation.

1. The Nation Under the Articles.

2. The Postwar Economic Crisis.

3. Drafting a constitution.

4. Adopting a New Government.

G. Federalists and Jeffersonians.

1. The New National Government.

2. The Origins and Issues of Party Politics.

3. John Adams' Administration.

4. Jefferson as President.

H. The National Focus.

1. Opportunities for the New Generation.

2. The War of 1812.

4. The "Era of Good Feeling".

5. Missouri Compromise.

6. Monroe and the World.

I. The Jacksonian Era through Mexican War.

1. The Rise of the Common Man.

2. Jacksonian Issues.

3. Nullification.

4. The Bank War.

5. VanBuren and Tyler.

6. Diplomacy in the Tyler Era.

7. The Texas Question.

8. Polk's Diplomacy.

9. The Mexican War and Its Results.

J. The Southern Nation through Civil War.

1. Dixie: The People and their way of Life.

2. The Expanding North.

3. A Violent Decade.

4. The Civil War.

K. Reconstruction through the First World War.

1. Reconstruction and the South.

2. National Progress and Politics.

4. An Industrial Nation.

5. From Hayes to McKinley.

6. Minds in Transition.

7. Beyond Continental Frontiers.

8. The Progressive Era.

9. The First World War.

L. From Depression to Global War.

1. The Politics of Depression.

2. The New Deal.

3. Peacetime Diplomacy, 1920-1939.

4. Wartime Diplomacy, 1939-1941.

5. The War Against the Axis.

M. The Age of Responsibility.

1. Dissolution of the Grand Alliance.

2. The Truman Administration.

3. The Cold War.

4. The Impact of Korea.

5. The Eisenhower Administration.

N. Study and Review.

1. Concentrated Preparation for Advanced Placement Examination.

2. Review of factual information and basic problem areas.

Course Outline: American History

I. Contents

A. A Two-year program of intensive study in American history, economics and government.

B. Consistent with the objectives of the advanced placement program, a college level course.

C. First year covers colonial period, constructional and national history, Jacksonian democracy, and the Civil War and Reconstruction.

D. Second year deals with complex problems of industrial society, emergence of the United States as a world power, and major social, economic, and constitutional issues in the last seventy-five years.

II. Methods

A. Informal, discussion-oriented class sessions emphasizing ideas, interpretations, and content.

B. Three long research papers during two years.

C. Instruction in evaluating evidence, note-taking, and constructing bibliographies.

III. Materials

A. Thomas Bailey's The American Pageant is the textbook.

B. The students are required to read approximately twenty other reserved library books covering American history.

C. Participants are expected to keep informed on contemporary problems and events.

IV. Tests

A. Examinations are given approximately every month.

B. Some objective tests are given for coverage, but most tests are of the essay type.

C. Final examinations, at the end of each semester, are three hours in length and are almost entirely essay.

V. Flexibility

A. The program is flexible.

B. The same readings are not necessarily used from year to year.

C. Changes in procedure and emphasis come as the course develops.

D. The basic principles of a genuinely challenging, college-level program are the basic guides.

# BIBLIOGRAPHY

## UNPUBLISHED MATERIALS

"Advanced Placement Course in American History." Shaker Heights High School. Shaker Heights, Ohio. November 1958. 2 pp.

"Advanced Placement OO U. S. History." Fontana High School, Fontana, California, April 1959. 5 pp.

"Basic Courses (12 A-B) in American History and Government." Central High School, Philddelphia, pa., June 1955. 2 pp.

"Course of Instruction." History Dept., The Phillips Exeter Academy, Exeter, New Hampshire, 1959. 40 pp.

"Social Studies - Honors Program." Lyons Township High School and Junior College, La Grange and West Springs, Illinois, September 1958. 4 pp.

"Special Advanced Course in U. S. History." Miss Porter's School, Farmington, Connecticut. June 1959. 1 pp.

"The Advanced Placement Course in Modern History." Walnut Hills High School, Walnut Hills, Connecticut. May 1959. 2 pp.

## IV. THIS WE CAN EXPECT:

Where a good job of screening and selecting has been done, and where a program of enrichment leading to the program in advanced placement has been pursued for four years, we can expect that those students who have a genuine interest in the field of history and social studies will stand a good chance of passing The Advanced Placement Examination. Where such a program has been followed in many schools, a high percentage of those who have followed through with this program have been successful. Even should a student fail on the examination, this program of enrichment and advanced placement will have been of value to all who shall have participated in it.